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An understanding of human relations can be developed by means of news media. Procedures are given telling how to use a news item as a stimulus for research on the relevant facts behind a reported event and how to use supplementary reading and creative activities to gain a clearer understanding of meanings behind the headlines. Use is intended for schools at all levels and for community groups.

Areas discussed include: discrimination in housing, employment, and education; minority group status; political extremism; interreligious conflict; and antisemitism. Each section is organized for use as a complete unit in the classroom. The outline includes: actual newspaper headlines; background information on the story or the principle involved in the incident; questions for discussion and reading materials relevant to the problem; audiovisual aids; and action projects which are intended to translate the abstract problem into a learning experience. If other press reports are to be used, the following steps constitute the method to be applied: select the significant headlines in the news; gather relevant information and historical facts from many sources; use as many other kinds of learning experiences in addition to reading as possible; summarize, evaluate, and formulate principles of intergroup relations, applying them to new situations.

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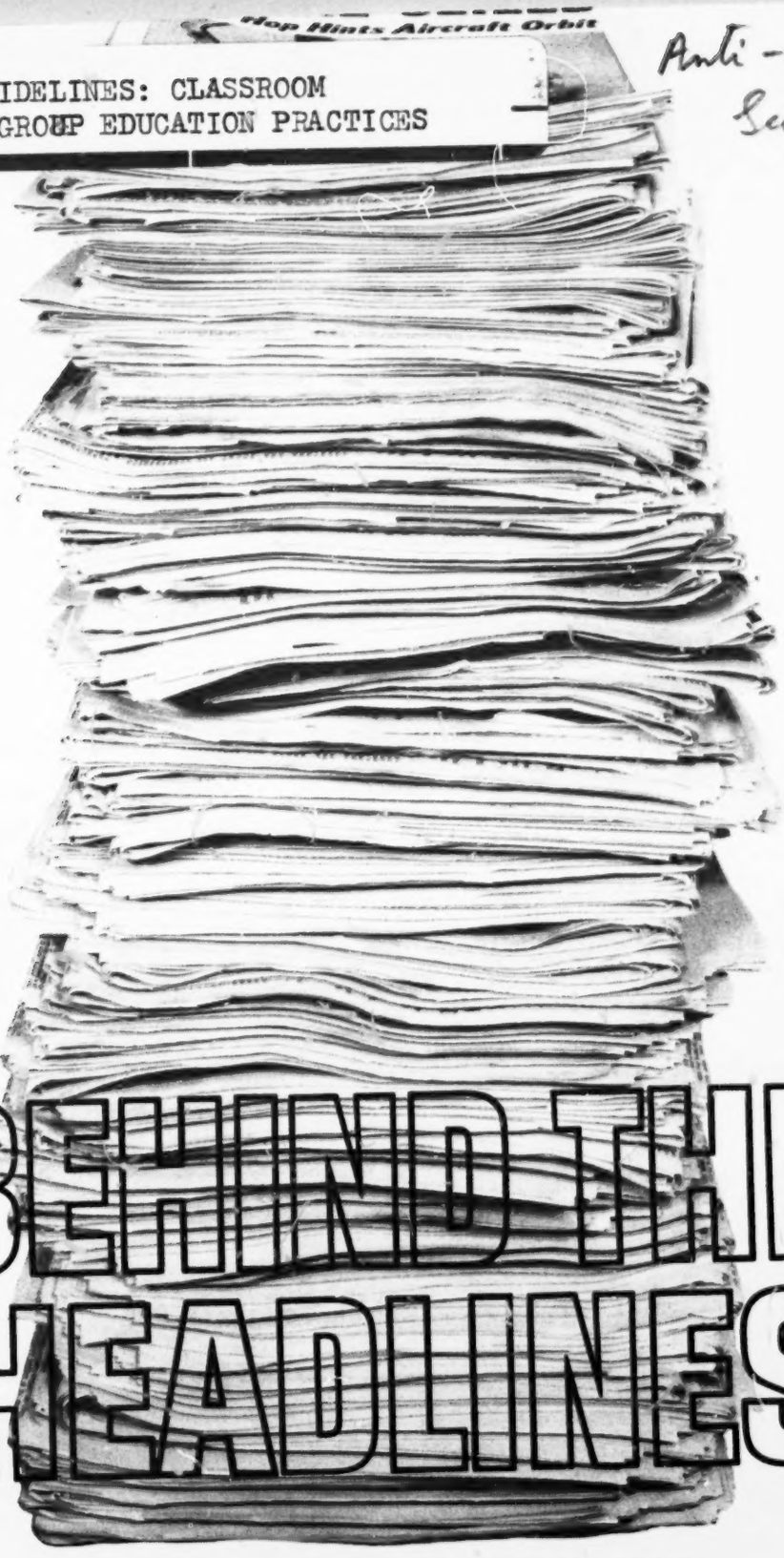

BEHIND THE HEADLINES

A PROGRAM TECHNIQUE FOR STUDYING INTERGROUP RELATIONS

Office of Education-EEOP

Research and Materials Branch

Bennett O. Stalvey

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U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION

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This pamphlet is one of a series prepared by the staff of the Anti-Defamation League of B'nai B'rith to aid teachers and group leaders in effective human relations education programming. It was prepared under the supervision of Oscar Cohen, director, program division and Gertrude Noar, director, education department.

Anti-Defamation League of B'nai B'rith
315 Lexington Avenue, New York, N. Y. 10016

First Printing 1959
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BEHIND THE HEADLINES

A Program Technique for Studying Intergroup Relations in Current Events

America is engaged in a struggle to achieve a consonance between democratic practice and principle. The practice of discrimination and the other evidences of prejudice against ethnic and racial groups stand in glaring contradiction to the rights and liberties guaranteed by the Federal Constitution. Racial injustice threatens the happiness and security of all Americans. Moreover, America's image and leadership are endangered when reports of conflicts are flashed around the world — a world in which three of every four persons are not white.

Teachers and leaders of community groups share responsibility for helping children, young people and mature citizens to understand problems involving intergroup relations, and to develop the skills of critical thinking required to deal with them. One way to develop those skills, with the ultimate end of overcoming irrational prejudice, is through analysis of events daily reported in the newspapers and the news magazines.

This pamphlet offers a method of developing understanding of human relations problems by means of the news media. It shows how to use a news item as the stimulus of a search for the relevant facts behind the reported event and how to add supplementary reading and creative activities in order that the meaning behind the headlines can become clear.

Office of Education-EECP

Research and Materials Branch

For Schools

Elementary school children are accustomed to telling about the events of their daily lives as preparation for writing and in the "show and tell" periods. In all likelihood they will talk about name calling, scapegoating, and fighting as they affect their lives. In discussions of these and other interpersonal and intergroup experiences, the teacher will find it helpful to apply the techniques presented in this pamphlet. They will help children to distinguish between fact and fantasy and to test rumor against reality.

In junior and senior high schools, some of the time for social studies is ordinarily allocated for discussion of news as reported in the nation's press. Practically all the stories involve human relations. The period is usually called "Current Events" or "Current Affairs' or "History in the Making." The methods described in *Behind the Headlines* will make this period much more valuable than it is when headlines alone are read. The pamphlet provides relevant material as well as techniques for approaching intergroup relations problems.

For Community Groups

Adult education institutions, PTAs, women's clubs, and other organizations frequently provide discussion groups in which Human Relations and Problems of Democracy are the centers of interest. *Behind the Headlines* can be used to assist members to analyze headlined events and thus gain deeper insights into the problems that daily confront the nation.

Organization

The headlines used in this pamphlet are of events which occurred from 1962 to 1964. They deal with the following areas of tension and conflict on the American scene:

Discrimination in Housing
Discrimination in Employment
Desegregation in Education
Minority Group Status
Political Extremism
Interreligious Conflict
Anti-Semitism

Each section is organized so that it may be used in the classroom or group as a complete unit. The outline includes:

a. Actual Newspaper Headline
b. Background Information on the story behind it or the principle violated by the incident reported in the news item.
c. Questions for Discussion
d. Reading Materials relevant to the problem
e. Audio-Visual Aids
f. Action projects which translate the abstract problem into a learning experience.

Applying The Method

Although each headline refers to a specific dated event, the date is immaterial. Other similar occurrences reappearing in the news can be substituted. The underlying human relations problems have not yet been resolved. If other press reports are used, the following steps constitute the method to be applied.

1. Select the significant headlines in the news.

2. Gather relevant information and historical facts from many sources.

3. Use as many other kinds of learning experiences in addition to reading as can be arranged.

4. Summarize, evaluate, formulate principles of intergroup relations and apply them to new situations.

The discussion questions supplied for each section are intended as helpful guides. The teacher or group leader may wish to substitute others which he feels are more relevant. The discussion will

be most fruitful if questions and sources of information are assigned beforehand either on an individual or class basis, so that the students or group participants will have ample time to gather pertinent information and data.

Scrapbook collecting is an activity which applies to every category. The contents of the scrapbooks can be arranged topically, chronologically, or on a comparative regional basis.

A Final Word

No study of what lies behind the headlines should minimize positive social action programs and the gains that are steadily being made toward improvement of intergroup relations. The Civil Rights Act of 1964 is a most significant forward step. Implementation of it, however, will occasion increased tension and conflicts which will be featured in the headlines for some time to come.

In preparing this pamphlet an effort was made to achieve a balance between the negative and positive events that are recorded daily in newspapers and magazines. Progress is being made in all the areas under discussion, yet if current headlines adequately reflect present attitudes to human relations problems, they reveal that we still have a long way to go to secure first-class citizenship and a good life for all within our borders.

The materials and resources listed in this pamphlet, unless otherwise noted, are available from the national and regional offices of the Anti-Defamation League of B'nai B'rith, and may be obtained for nominal charges. Send for publications catalogue.

DISCRIMINATION IN HOUSING

PENTAGON SURVEY SHOWS DISCRIMINATION AGAINST SERVICEMEN

Washington Post—3/25/64

A Pentagon-ordered survey showed there was housing discrimination against Negro servicemen near 90% of the military bases in the United States.

PENNA. FILES SUIT IN RACIAL CASE

New York Times—1/2/64

The Pennsylvania Human Relations Commission filed a suit to stop 15 residents of suburban Folcroft from harassing the first Negro family to move into a development there.

REPORT CREDITS ANTI-BIAS LAWS IN HOUSING GAINS

New York Times—1/2/64

Non-white families have been gradually and steadily moving into neighborhoods formerly closed to them, the National Committee Against Discrimination reported. They credited the anti-bias laws throughout the nation for these gains.

Background Information

Free men should have the right and privilege to live wherever they wish and can afford. Yet Negroes and, in some places, other minority groups find that they cannot rent or buy outside of the segregated and often deteriorated "ghettos" where the housing is sub-standard and the rents may be inordinately high.

Housing discrimination not only subjects the Negro to unsanitary living conditions, it also helps to perpetuate the whole vicious cycle of discrimination in other aspects of life. The child living in a ghetto invariably finds himself going to an all-Negro school in that ghetto where the building is often in poor condition and the facilities are likely to be inadequate. There, negative attitudes and low expectations result in failure, alienation and dropout. Lacking the skills needed in an increasingly automated society, he qualifies for only the lowest paying jobs and will probably drift into unemployment and dependency.

What are the factions which keep this cycle in operation? 1) Discrimination in housing is maintained by the actively prejudiced who fear the influx of minority groups into their neighborhoods. 2) It is maintained by some unscrupulous realtors who often charge higher rents in segregated areas and who perpetuate the myth that a Negro family in a white neighborhood drives property values down. 3) It is also maintained by many people of good will who remain apathetic in the face of vocal minorities who seek to dictate who one's neighbors shall and shall not be.

To date, 11 states have adopted laws which ban discrimination in public and publicly-assisted housing. New York has adopted a local law banning discrimination in private housing.

Learning Experiences

A. Discussion of the following questions can be done by panels, teams or the total class.

1) What motivates harassment of the type that occurred in Folcroft and Levittown, Pennsylvania, and frequently occurs in other communities throughout the nation?

2) What can neighbors, police and community leaders do to pave the way for the peaceful integration of a community? Is any such community effort going on in your neighborhood? How effective is it?

3) How do realtors sometimes determine the racial and ethnic composition of a neighborhood? What are the effects of integration on real-estate values?

4) What action has the government taken to prevent discrimination against its own personnel? How effective are laws and regulations against the practice of discrimination? What other means are there of eliminating these practices?

5) Some lower income housing developments have become entirely Negro. What measures can be taken by public housing authorities to prevent racially segregated housing developments? Is a quota system the answer?

B. *READING*

Beyond Non-Discrimination in Housing—Alternatives for Americans. George and Eunice Grier.

A survey of legal developments in the field of housing discrimination against the background of changing public opinion.

Residential Integration and Property Values. Erdman Palmore and John Howe. (From *Social Problems.*)

A study of the effects on the property values when Negroes moved into nine neighborhoods of a New England town.

Inconsistencies in Attitudes Toward Negro Housing. Arnold Rose. (From *Social Problems.*)

An analysis of attitudes toward Negro housing as indicated by recent sociological and psychological research.

Integration in Suburban Housing. Eleanor Leacock, Martin Deutsch and Joshua A. Fishman.

An analysis of one Northeastern community's attempt to face the integration of middle-class residential neighborhoods by forming an interracial community council.

Constitutionality of Laws Against Discrimination in Publicly Assisted Housing. Arnold Forster and Sol Rabkin. (From *The New York Law Forum.*)

A thorough review and summary of the history and problems of discrimination in housing under Title 1 of the U.S. Housing Act of 1949.

The City and the Negro. Charles E. Silberman. (From *Fortune.*)

The author concludes that the city can be saved only if it faces up to the fact that the "urban" problem is also a Negro problem.

"Jacob's Friendliest Town" from the book *Little Stories.* Gladys Baker Bond.

A short story for young children about a newcomer in a community.

C. *FILMS*

Crisis in Levittown, Pa., 30 min., black and white.

Interviews with residents for and against acceptance of the first Negro family in Levittown, Pa.

No Hiding Place, 50 min., black and white.

Vivid dramatization of the conflicting interests of realtors and residents of an about-to-be integrated neighborhood.

To Find A Home, 28 min., black and white.

Documents the experiences of a Negro family looking for a place to live in a medium-sized Northern city.

D. *RECORDINGS*

"N" Is for Name Calling, 14 min. tape, 7½ in. per second. ADL and UNESCO.

Features Marlon Brando and Sir Laurence Olivier and deals with stereotyping and the use of slang words and jokes to cast slurs on a people, a religion, a nationality.

Black and White and *The House I Live In,* 45 rpm.

Popular songs which emphasize American values are sung by Sammy Davis, Jr.

E. *ACTION PROJECTS*

1) Have students read the major provisions of state fair housing laws such as those of New York or Massachusetts: find out whether such concrete proposals for non-discriminatory housing have been made in their own state or city. If the city anticipates urban renewal, have the students find out what plans have been made for the relocation of minority group members in non-segregated quarters and if public and private housing is open to all.

2) Set up a role-playing situation in which a realtor refuses to sell to a Negro couple the house they want to buy. What might the realtor say? How might the Negro couple react? Play it several ways.

3) Take the students for a walk through the neighborhood to observe the extent of integration. Have them determine approximately the percentages of the various minority groups that live there.

4) Take the class to visit the local Planning Commission offices. Have them examine the maps there to find out what is being planned for the future.

5) If the community has a segregated Negro area, contact a representative of a Negro organization to arrange for a trip during which the members of the class can inspect actual living conditions and talk to residents.

DISCRIMINATION IN EMPLOYMENT

STATE SAYS UNION BARRED NEGROES FOR LAST 76 YEARS

New York Times—3/5/64

The state of New York found a key construction union guilty of having systematically barred Negroes from its ranks.

NEGROES PICKET CADILLAC SHOWROOM

Los Angeles Times—3/13/64

One hundred and ten Civil Rights demonstrators were arrested while picketing a Cadillac showroom in San Francisco. NAACP charged that the hiring and promotion practices of General Motors, Cadillac Division, showed discrimination against Negroes.

TWO PHILADELPHIA PAPERS BAR RACIAL REFERENCES IN CLASSIFIED ADS

New York Times—2/1/64

The Philadelphia Human Relations Commission announced THE PHILADELPHIA INQUIRER *and* THE DAILY NEWS *have voluntarily agreed to exclude racial references in classified employment ads.*

Background Information

The full opportunity for employment to the extent of a person's capacity is essential to the workings of American democracy. As of July, 1964, 25 states have adopted enforceable fair employment practices laws. The federal government prohibits discrimination in those industries which have defense contracts, and the Civil Rights Act of 1964 contains a fair employment provision which will go into effect in 1965.

Devices to bar Negroes from employment are many. Some unions still use antiquated rules to keep Negroes out. In many in-

dustries where a skill is required membership is a prerequisite to getting a job. In the white collar field, some employers use employment agencies to screen out all Negroes, qualified or not.

Studies show that discrimination is costly to the entire nation. When we fail to utilize all of the manpower and skills that are available the economy fails to produce at capacity level.

Learning Experiences

A. Discussion of the following questions can be done by panels, teams or the total class.

1) In what ways do fair employment practices directly affect our national and international welfare?

2) What steps would you take to prevent discord if you were an employer in a large enterprise and wished to offer jobs to minority group members for the first time?

3) What organizations exist in your town and state to assist minority group members whose employment opportunities are curtailed?

4) Which occupations and people have been stereotypically linked? Examine the validity of the factors causing these stereotypes.

5) What steps can Negroes take to improve their job opportunities? Have boycotts of discriminatory businesses and industries been effective? Should they be used? Why?

B. *READING*

Negro Education—for What? Gene Roberts, Jr. (From *The New York Times Magazine.*)

Educational opportunities have improved, but the way is not yet open to equality in employment opportunities. The author suggests positive action that would benefit both employer and employee.

Comparative Analysis of State FEP Laws. Paul Hartman.

Up-to-date guide to all existing Fair Employment Practices laws.

Federal Action for Civil Rights. (From *Current.*)

Summary of the 1961 Report of the U.S. Commission on Civil Rights concerning discrimination in voting, education, employment, housing and justice.

Discrimination: Based on the Report of the United States Commission on Civil Rights. Wallace Mendelson.

A condensation of the thorough review and analysis contained in the 1961 Report of the U.S. Commission on Civil Rights.

The Businessman and the Negro. Charles E. Silberman. (From *Redbook.*)

Analysis of the Negro's present and future employment possibilities.

Let's Get Down To Cases. Jean Alexander.

Presents a series of role-playing situations in the field of interreligious and intergroup understanding.

C. *FILMS*

Commencement. 20 min., black and white. The President's Committee on Government Contracts, Wash. 25, D.C.

A prominent industrialist, about to make the commencement address at his local high school, learns a lesson on his own responsibility in maintaining fair employment practices in his plant.

New Girl. 30½ min., black and white.

Produced by the President's Committee on Government Contracts, this film depicts the tensions of the first Negro girl employed in an all-white plant, and the attitudes of her fellow employees.

A Morning For Jimmy. 28 min., black and white.

True story of a young Negro boy who encounters racial discrimination while seeking part-time employment. From visits to successful Negroes, he comes to understand that he must stay in school for education provides a way out of his predicament.

D. *ACTION PROJECTS*

1) Have students role-play Negro Civil Rights demonstrators obstructing construction crews to protest lack of employment opportunities. They are confronted by police whose job it is to see that the work continues.

2) Set up interviews with an employer, a representative of a human relations agency such as the Urban League, and a member of a minority group, on how minority group members are hired, fired and upgraded.

3) Have students visit, interview and report on the ethnic origin of people in your neighborhood, such as the grocer, druggist, policeman, shoemaker, teacher, executive, doctor, fireman, clerical worker.

E. *TELEVISION*

Assign as homework analysis of television programs to determine whether or not minority group persons are usually typed as menials or unskilled laborers.

F. *SPEAKERS*

Invite qualified speakers to discuss problems of unemployment in the community. Have students prepare the questions to be asked.

DESEGREGATION IN EDUCATION

CIVIL RIGHTS GROUPS CALL FOR ONE-DAY BOYCOTT OF CITY SCHOOLS

New York Times—2/3/64

To dramatize their demands for faster integration in education, civil rights groups staged a boycott of the city's schools which kept 45% of the city's public school children at home.

LITTLE ROCK SCHOOL BOARD VOTES DESEGREGATION

Arkansas Gazette—3/25/64

The Little Rock, Arkansas school board unanimously approved desegregating all grades as of the 64-65 term.

PRINCE EDWARD COUNTY MUST REOPEN ITS SCHOOLS

Richmond Times—5/26/64

The U.S. Supreme Court ruled that Prince Edward County, Va. must reopen schools closed since 1959. Justice Black stated that Court will now insist on more than "deliberate speed."

Background Information

In 1954 the Supreme Court ruled that separate but equal educational facilities are inherently unequal and therefore unconstitutional. It charged all states to desegregate schools "with all deliberate speed."

In the more than ten years after that decision, progress has been painfully slow. Up to the summer of 1964 all Southern states except Mississippi complied with at least "token" desegregation. But of almost 3,000,000 Negro children in the south, approximately 99% still attend segregated schools. Efforts to circumvent the Supreme Court decision have included abandoning the public school system in favor of private schools, intimidation of Negroes, and outright violence.

De facto segregation existing in northern cities is credited to prevailing patterns of segregated housing. Civil rights efforts have been focused on securing comprehensive plans to eliminate racial

imbalance in all public schools. Tensions and even conflicts have developed over proposals to transport both white and Negro children by bus, pair schools, and open the enrollment in all schools. Parents who wish to maintain the neighborhood school concept have protested. Negro Civil Rights groups see their proposals as being the only way to secure quality education for their children.

Learning Experiences

A. Discussion of the following questions can be done by panels, teams or the total class.

1) What do the following terms mean: neighborhood school; Princeton Plan; token integration; de facto segregation.

2) What is the difference between desegregation and integration? What should be done in a desegregated school to achieve integration? Why is integrated education essential in a democratic country?

3) How do white children suffer from segregated schooling?

4) What plans to end segregation have been proposed in the community in which you live? Who took part in making them? What controversy exists?

B. *READING*

Integrating the Urban School. Gordon J. Klopf and I. A. Laster, eds.

Contains speeches made at Conference on Integration in the N. Y. public schools.

The High Cost of Conflict.

A round up of opinion from the Southern business community on the economic consequences of school closings and violence.

Field Reports on Desegregation in the South.

This pamphlet series presents case studies of Mansfield, Texas; Clinton, Tennessee; Sturgis, Kentucky; Beaumont, Texas; Tallahassee, Florida; Tuskegee, Alabama; Dallas, Texas, made during the process of desegregation.

Tokenism. Kenneth Morland.

A thorough analysis of the methods and effects of the plans used in some Southern states to evade the Supreme Court's decision.

Southern School News. 1109 19th Ave. S., Nashville, Tenn.

The Desegregation of Southern Schools: A Psychiatric Study. Dr. Robert Coles.

This intensive study shows that white and Negro children suffer no decrease in achievement due to integration.

The North and West Have Problems, Too. C. W. Foster, Jr. (From *Saturday Review.*)

Deals with school segregation arising from residential patterns, the concept of the neighborhood school, and the problem of the slum school.

C. *FILMS*

A Chance at the Beginning. 20 min., black and white.

This documentary demonstrates that pre-school training of children from culturally limited environments provides a sound foundation for the fullest development of each child's potential.

A Question of Chairs: The Challenge to American Democracy. 45 min., black and white.

Shown originally on television, it deals with problems faced and overcome by the American educational system in three centuries.

Storm Over the Supreme Court. 50 min., black and white.

A vivid portrayal of the history and progress of America's highest deliberative body.

D. *ACTION PROJECTS*

1) Find out if any of the schools in the community are all Negro and what plans are being proposed, by which organizations, to achieve integration. Find out the positions taken by political and social leaders.

2) Investigate the extent to which the educational system is dealing with problems of intergroup relations; whether or not the role of the Negro in American history is taught.

ANTI-SEMITISM

CARDINAL SPELLMAN REJECTS LINKING JEWS TO CRUCIFIXION OF JESUS

New York Times—5/1/64

Cardinal Spellman held that anti-Semitism is a violation of Christian beliefs and rejected the concept that the Jews were responsible for the crucifixion.

CLERGY SIGN APPEAL TO SOVIET FOR JEWS

The New World-Chicago—6/5/64

More than 2,000 Protestant and Catholic clergymen have joined Jewish religious leaders in signing a "Letter of Conscience" urging Soviet authorities to alleviate current repressive measures against Soviet Jews.

VIOLENCE ERUPTS AT NEO-NAZI RALLY IN YORKVILLE

New York Times—5/26/63

Yorkville was the scene of a riot during a speech by National Renaissance Party Leader, James Madole. The New York State Jewish War Veterans' Commander attempted a citizens' arrest of Madole for incitement to riot against Jews.

Background Information

Nazism and Hitlerism demonstrated to what extreme anti-Semitism can lead. Except for the 1960 epidemic of swastika smearing, bombings of synagogues and desecration of property, anti-Semitism has remained latent in the U.S. There is clear evidence, however, from polls and research studies, that Jews suffer discrimination in employment, housing and social life.

There are some militant anti-Semitic organizations which fan the latent prejudice into open hate. For example, Lincoln Rockwell and his American Nazi Party and James Madole and his Renaissance Party actively promote hatred. They state their aims to be the elimination of Jews in America.

Many Christians and Jews believe that Christian teaching of Jewish responsibility for the crucifixion of Jesus is central to the entire issue of anti-Semitism. The Ecumenical Council called by the late Pope John XXIII began discussion of this problem. Efforts to change the teaching are continuing under Pope Paul VI.

Learning Experiences

A. Discussion of the following questions can be done by panels, teams or the total class.

1) What is the distinction between prejudice and discrimination?

2) Why is anti-Semitism undemocratic?

3) Why do social clubs exclude Jews? Can this be changed? Should it be? How?

4) What are the "earmarks" of propaganda as used in anti-Semitic hate literature?

5) Can or should freedom of speech be limited? Under what circumstances? (Read conflicting views of Justices Holmes and Black.)

B. *READING*

Anti-Semitism in America. Melvin M. Tumin.

A study of the attitudes and motivations behind anti-Semitism.

Danger In Discord. Oscar and Mary Handlin.

A history of the origins and causes of anti-Semitism in the U.S.

The Status of the Jews in the Soviet Union. Moshe Decter. (From *Foreign Affairs.*)

A definitive review and analysis of the policies of the Soviet Government toward Jews, with special emphasis on current anti-Semitic trends.

Cross-Currents. Arnold Forster and Benjamin R. Epstein.

A carefully documented expose of international and domestic anti-Semitism.

Help Wanted—Christians Only.

Explains why some business firms still discriminate and what forms job discrimination takes.

The Teaching of Contempt: Christian Roots of Anti-Semitism. Jules Isaac. Holt, Rinehart and Winston.

An examination of the roots of ancient prejudice.

"Some of My Best Friends . . .". Benamin R. Epstein and Arnold Forster.

Documents operation of anti-Semitism in education, employment, housing.

C. *FILMS*

An American Girl. 28½ min., black and white.

This film is based on a true story of how one girl discovered anti-Semitic prejudice and suffered the harm it caused.

To Live Together. 30 min., black and white.

A sensitive documentary treatment of children's experiences in an interracial camp.

The Chosen People. 27 min., black and white.

An effective dramatization of anti-Semitism in American life.

Anti-Semitism In America. 25 min., black and white.

A study of the attitudes which cause anti-Semitism.

D. *RECORDINGS*

"N" Is for Name Calling. 14 min., tape, 7½ in. per second.

Deals with stereotyping and the use of slang words and jokes to cast slurs on people.

"Some of My Best Friends . . .".

Taped documentary based on actual cases of discrimination in housing and resorts.

E. *DIRECT LEARNING EXPERIENCES*

1) Role-play a scene in the home of a Jewish person who has just received an anonymous telephone call threatening his business if he continues with his pro-integration activities.

2) Invite a speaker from a human relations agency to address the group on the nature and manifestations of prejudice in the community.

3) Role-play a scene where two friends, a Jew and a non-Jew, seek admission to a country club which does not allow Jews to join. The director of the club informs the Jew that his application has not been accepted.

MINORITY GROUP STATUS

PRESIDENT JOHNSON PROMISES AID TO INDIANS

New York Times — 1/21/64

President Johnson says aid to Indians has been placed in the forefront of his anti-poverty campaign.

PUERTO RICANS COMPLAIN OF POLICE TREATMENT

New York Herald Tribune — 1/18/64

Puerto Rican leaders complained of a violation of rights in the shooting of two Puerto Ricans who had been arrested.

PRESIDENT SIGNS CIVIL RIGHTS BILL: BIDS ALL BACK IT

New York Times — 7/3/64

The President signed the most sweeping Civil Rights bill since Reconstruction days. The Act guarantees voting, education, employment and public accommodation rights to all regardless of race, religion or ethnic origin.

Background Information

America's minority groups experience inferior status in a variety of ways. A large proportion of American Negroes, Puerto Ricans and Mexicans live in extreme poverty and have severely curtailed opportunities. A good number of America's 525,000 Indians, concentrated mainly in the western sections of the country, are still charges of the federal government. Until recent years their schools have been segregated. Some still are. Since the

Citizens Act of 1924, Indians are entitled to educational services on the same basis and from the same sources as other residents of their respective states. Plans for compensatory education, however, are needed to overcome the severe handicaps which the children bring to integrated public schools.

Puerto Ricans and Negroes, frequently concentrated in slum or depressed areas, suffer from inequality of educational opportunity. There is also considerable evidence to show that they are mistreated by police and unequally handled in the courts.

In some Southern states, Negroes are still denied the right to vote and access to public parks, playgrounds, swimming pools, restaurants and hotels. The Civil Rights Act passed in July, 1964 seeks to correct these inequities and insure fair treatment for all Americans.

Learning Experiences

A. Discussion of the following questions can be done by panels, teams or the total class.

1) How does the Federal Government's Department of Indian Affairs assist Indians? What are its functions? What voice do leaders of the Indian community have in the Department? Are they satisfied with the treatment they receive?

2) What problems experienced by Puerto Ricans are different from or similar to those of Negroes? Indians? What makes them different from other immigrants?

3) Discuss the provisions of the Civil Rights Act.

B. *READING*

Civil Rights Act of 1964.

Strangers Then Neighbors: From Pilgrims to Puerto Ricans. Revised edition. Clarence Senior.

Examines the pattern of American immigration with special emphasis on the Puerto Rican migration.

What We Know About "Race." Ashley Montagu.

A simplified but scientific presentation of information about the races of mankind. (Teacher guide.)

Prejudice and Society. Earl Raab.

Discusses the theory that society is responsible for supporting prejudice and discrimination.

They and We. Peter I. Rose.

A synopsis of some of the principal aspects of racial and ethnic relations in the U.S.

Don't Let Stereotypes Warp Your Judgment. Robert P. Heilbroner. (From *Think.*)

Shows how stereotypes become dangerous substitutes for observations.

Prejudiced — How Do People Get That Way? William Van Til.

An explanation of the origins, causes and prevention of prejudice. (Teacher guide.)

Answers to Your Questions on American Indians. U.S. Dept. of Interior, Bureau of Indian Affairs, Haskell Institute, Lawrence, Kansas.

A description of the economic, health, and civil status of the American Indians.

Epitaph for Jim Crow. Thomas Pettigrew.

Analysis of the problems of prejudice and discrimination against Negroes in the United States.

The Negro In America Today. Ernest Dunbar. (From *Look.*)

Reviews the substantial progress of Negroes in many areas of American life.

We Are All Americans. Bettye D. Wilson.

Introduces first and second graders to 13 American families of different backgrounds. (Teacher guide.)

Red Man, White Man, African Chief. Marguerite Lerner, M.D.

Discussion and explanation of skin color done in simple language.

With Justice For All: A Guide for Law Enforcement Officers.

A straightforward booklet on the necessity for fairplay in dealing with conflicts involving different racial and religious groups.

Letter From Birmingham City Jail. Martin Luther King, Jr.

Dr. King sets forth the causes which impel the Negro community to take action against oppression now.

C. *FILMS*

Brotherhood of Man. Brandon Films, 200 W. 57th St., N.Y.

A man finds all the races of mankind in his backyard and learns of the biological oneness of all the great races.

American Indians Today. 16 min., color. Encyclopedia Britannica Films.

A documentation of the achievements of American Indians in a variety of vocations. It explains the reservation, the tribal council and the U.S. Government's role in the life of the Indian.

Walk In My Shoes. 42 min., black and white.

Explores the innermost feelings of the Negro as he reacts to prejudice and discrimination in America.

D. *DIRECT LEARNING EXPERIENCES*

1) Invite a representative of the Police Dept. to give a talk on police relations with minority groups.

2) Role-play a Negro attempting to register to vote in a community which has habitually denied that right to Negroes.

3) Visit an Indian reservation. Observe how those Indians live and make a living.

POLITICAL EXTREMISM

NEGRO BEATEN AT BLACK MUSLIM RALLY IN HARLEM

New York Times—6/29/64

A dissident Negro was beaten at a rally here while armed guards prevented policemen from interfering.

300 AT KKK RALLY IN JACKSONVILLE

New York Herald Tribune—5/4/64

Some 300 at a Ku Klux Klan rally in Jacksonville applauded repeated attacks and racist slurs on Negroes.

THREE BIRCHERS FINED IN CIVIL RIGHTS CASE

Los Angeles Times—11/9/63

Three members of the John Birch Society were fined for breaking up a civil rights meeting in Torrance, California.

Background Information

Political extremism — right and left — in the United States includes the Southern racists, the John Birchers, the Black Muslims and, the communists. All these groups have certain things in common. They offer oversimplified and dangerous solutions to complex problems. Their behavior and suggestions usually deny the democratic process and often lead directly to violence.

The Southern racists propose to maintain segregation at any cost. By so doing, they not only deny Negroes their basic rights as guaranteed in the Federal Constitution, but run counter to the ideals of the great majority of white people in this country.

The Black Muslims propose segregation on the basis of Negro superiority. They propose exclusion of whites from the Negroes' social, economic, and political existence. Their plans are based on the premise that true equality for the Negro is impossible in white America.

The John Birch Society and its affiliates propose to abolish the shattered remnants of the communist conspiracy in this country. They have adopted the techniques, methods and some of the philosophy of the communists themselves. These include the belief that the end justifies the means; establishment of "cells" under the autocratic control of one man; and the use of "smear" tactics.

Learning Experiences

A. Discussion of the following questions can be done by panels, teams or the total class.

1) Are extremists active in your community? What kind? What are their tactics?

2) Why do extremists' solutions appeal to some people?

3) Since extremism in such countries as Germany and Italy led to totalitarian regimes, is it likely to subvert American democracy? Explain.

4) How did extremism enter the 1964 Republican Convention?

B. *READING*

Profile of Communism. Moshe Decter.

A fact-by-fact primer includes both Russian and Chinese communism.

The Anatomy of Nazism. Earl Raab.

A brief and basic history of Nazism — its origins, techniques, and philosophy.

A Short History of Communism. Martin Greenberg.

A clearly written account of the evolution of Marxist-Leninist ideology and the development of Soviet Russia.

Democracy and the John Birch Society. Benjamin R. Epstein.

A description of John Birch Society methods and philosophy.

Report on the "Rampageous Right." (From *The New York Times Magazine.*)

An analysis of today's "conservative extremists" — who they are, what they stand for and why.

Thoughts on Extremism. (From *The Catholic News.*)

A Catholic critique of political extremism.

Let's Fight Communism Sanely! J. Edgar Hoover. (From *The Christian Herald.*)

The FBI head calls for an intelligent awareness of the evils of communism and the injustices which we must correct in our own society.

The Black Muslims In America. C. Eric Lincoln. Beacon Press, Boston, 1961.

An examination of the role of the Black Muslims in American life.

C. *FILMS AND FILMSTRIPS*

Rumor. 5½ min., black and white.

The case history of a rumor: how it starts, spreads, and its results.

The Anatomy of Nazism. 53 frames/color with captions.

An historic presentation of the social, cultural, economic and political workings of fascism in Hitler Germany.

Profile of Communism. 2 35mm. filmstrips. 61 and 65 frames.

History and current conditions of Russian communism are devoloped. (Teacher guide.)

INTERRELIGIOUS TENSION

SUPREME COURT BANS PRAYERS IN PUBLIC SCHOOLS

New York Times—6/17/63

The Supreme Court in an 8-1 decision held that prayers and Bible-reading in public schools violate both the "establishment" and the "free exercise" clauses of the First Amendment to the Constitution.

HOUSE UNIT TO BEGIN PRAYER HEARINGS

Long Island—*Newsday—4/21/64*

The fight by Rep. Frank J. Becker to get a constitutional amendment permitting religious exercises in public schools moves to the House Judiciary Committee tomorrow for hearings that are expected to last several weeks.

UNITED PRESBYTERIAN CHURCH OPPOSES SCHOOL PRAYER

New York Times—5/22/63

The United Presbyterian Church, in the most comprehensive statement on the subject issued by any church body, stated that it opposes Bible-reading, prayer, religious observances and other devotional acts in public schools.

Background Information

The First Amendment to the Constitution reads:

> *Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble and to petition the Government for a redress of grievances.*

The purpose of it is to prevent a state religion in America and to assure religious liberty to all people. The courts are currently engaged in defining and delimiting the government's involvement in private religious areas. In the past several years, teaching religion in the public schools has been declared unconstitutional, as has the recitation of prayers and Bible-reading (Murray v. Curlett).

The Supreme Court may soon be asked to decide whether church properties should remain tax-exempt, and whether references to God should remain on our coins.

Whatever the decision of these cases, it should be noted that they can have no effect whatever on the individual's right to freely practice the religion of his choosing.

Learning Experiences

A. Discussion of the following questions can be done by panels, teams or the total class.

1) How did the Supreme Court indicate in its decisions that it is not anti-religion?

2) Why did the framers of the Constitution insist on including prohibition of an established religion?

3) What is the Becker Amendment intended to do? Would it affect schools in your community? Would it be unwise to pass it?

4) Are interreligious tensions increasing or decreasing? What causes conflcts?

5) What roles have religious organizations and leaders played in the civil rights movement?

B. *READINGS*

Editorial Comment in Support of the U.S. Supreme Court Decision in the N.Y. Regents' Prayer Case.

A collection of significant statements from key newspapers throughout the country.

Religious Spokesmen in Support of the Supreme Court Decision on Prayer in the Public Schools.

Forthright statements of Protestant, Catholic and Jewish leaders.

True Piety and the Regents' Prayer. Edward O. Miller. (From *The Chrisitan Century.*)

The author's thesis is that publicly sponsored prayer is more likely to lead to a secularization of American society than the Supreme Court decision.

The Bible, The Constitution and Public Education. Joseph W. Harrison. (From *Tennessee Law Review.*)

Church-State relations in the field of education from an historical and legal perspective.

Extent of Religious Influence in American Public Schools. R. B. Dierenfeld. (From *Religious Education.*)

How the public schools deal with religious influences in their curricular and extra-curricular activities.

A Christian View: Behind the Fight Against School Prayer. H. S. Sissel.

Tells why religion has nothing to fear from strict enforcement of separation of church and state.

C. *FILM*

Storm Over Supreme Court. 50 min., black and white.

A vivid portrayal of the history and progress of America's highest court.

D. *DIRECT LEARNING EXPERIENCES*

1) Invite a minister, priest, and rabbi from the neighborhood to participate in a panel discussion of proposals to incorporate religion, and the teaching of religion, into the public school curriculum on a voluntary basis.

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